

Meeting the Accessibility Program Requirement

Accessibility considerations related to disability usually conjure up visions of the physical plant—building ramps and reconstructing bathrooms, which must be considered, but only as one component of the overall vision of the center environment. While making the center accessible may include alterations to facilities, it may also include attitudinal changes, program changes, and/or the provision of reasonable accommodation. Many of these changes will benefit all students, not just those with disabilities.

To ensure that each center is considering how to make their program more accessible to qualified individuals with disabilities, the PRH requires the development of a written self-assessment of the architectural and programmatic accessibility of the center (PRH 6: 6.11, R7(e)). **This requirement is separate from the center facilities assessment that is conducted by an outside contractor on a regular basis.**

How To Meet the Requirement

Assemble a Team

- Convene a staff meeting to assign tasks related to meeting the requirement (disability coordinator with the support of the center director). The disability coordinator, facilities manager, and safety officer should assume lead roles.

Assess Architectural Accessibility

- Complete the [Checklist for Readily Achievable Barrier Removal](#). Local disability partners, such as your center for independent living or vocational rehabilitation agency, may be able to assist.
- Make any changes that can be made using currently available resources.

Assess Programmatic Accessibility

- Complete the [Center Self-Evaluation Tool](#).
- Make any changes that can be made using currently available resources.

Assess Communication Accessibility

- Determine communication needs (e.g., availability of TTY/TDD machine/use of the relay system, sign language interpreters, materials in alternate formats).
- Make purchases, locate resources, and produce materials, as necessary/possible.

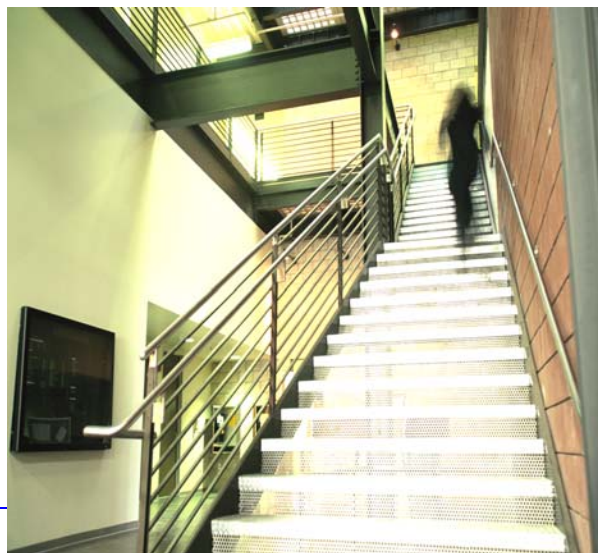
Modify Center Safety Plan

- Add general provisions to plan that consider the needs of people with disabilities.
- Consult with local emergency services and disability partner organizations to determine any special considerations for persons with disabilities.

Develop an Accessibility Plan

- Develop a plan to improve the accessibility of the center. The plan should include actions completed, priorities/next steps, and be reviewed/updated at least annually.

To download the checklist, center self-evaluation tool, and for more detailed information on meeting the accessibility requirement, see the accessibility and disability coordinator orientation modules of the Job Corps Disability Website.





Job Corps Resources

Web Resources

Job Corps DisABILITY Website

<http://jcdisability.jobcorps.gov/>

Supporting Students with Learning Disabilities Website

<http://jccdrcl.jobcorps.gov/ld>

Assisstive Technology Quick Wheel

http://jcdisability.jobcorps.gov/html/ra_possible.htm#quickwheel

New Directives

PI 06-21 Reasonable Accommodation Funding Request Form

<http://jcdisability.jobcorps.gov/directives/pi06-21.pdf>

IN 06-20 Regional Disability Coordinators

<http://jcdisability.jobcorps.gov/directives/in06-20.pdf>

Disability Webinars, Part II

Thank you to all who have participated in the disability webinars over the past couple of months. Webinars were held in February and March and sessions on classroom strategies are planned for the spring.

Creating and Maintaining Effective Environments for Student Learning

Presenter: Diane Fairchild, National Director of Student Services, SIATech.

Summary: Part 1 of this webinar was held on February 28 and part 2 was held on March 15. If you missed the webinars, you can download the materials from the Job Corps Learning Disabilities Website. These webinars introduced the three components of Creating & Maintaining Effective Environments for Student Learning: 1) Foundation 2) Prevention 3) Intervention. These webinars also provided information about shaping the classroom environment to increase student outcomes and achieving positive behavioral outcomes by understanding how to plan responses instead of reactions.

Classrooms Strategies

Presenters: Diane Fairchild, National Director of Student Services, SIATech, and Debbie Jones, Disability Specialist, Humanitas.

Summary: Two 1-hour webinars (April TBD and May TBD) to introduce basic instructional strategies to enhance behavior management and increase student outcomes. Participants will learn to navigate the Job Corps disability websites and be given resources to solve classroom management and student outcome issues. An emphasis on teaching students with *learning disabilities* will be used to demonstrate that by using research-based teaching strategies, ALL students benefit. Information on signing up for webinars and documents from previous webinars can be found on the Job Corps Learning Disabilities Website.

If you have questions about webinars, please e-mail Kim Jones (kim.jones@humanitas.com), Disability Coordinator, Humanitas.

Using Social Skills Training to Teach Disability Awareness

A Job Corps center has developed an interactive Social Skills Training (SST) to teach students about disability awareness. The training introduces students to "people first language" and provides activities to teach students how to relate to those who experience disabilities. For information on specific activities, visit: <http://jcdisability.jobcorps.gov/documents/tijc%20best%20practice.doc>.

Welcome to the Regional Disability Coordinators

Do you have a list of questions about the disability program and reasonable accommodations? Ever feel overwhelmed? Help is on the way. Each region will have a part-time regional disability coordinator to assist with disability-related program issues. Your Regional Office staff will soon provide your center with contact information for your new regional disability coordinator.